

# Art and Design Overview



The art and design curriculum at Colindale Primary we hope will inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art and become confident artists in their own right.

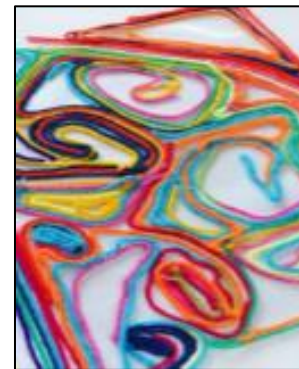
The curriculum has been designed with the development of skills and knowledge throughout each year, in mind. All year groups focus on three main strands: Drawing, painting and sculpture. As part of the subject overview, each strand has key skills and techniques that pupils need to have achieved in their lessons. Every year, there is a clear progression of skills which builds on prior learning, with increasing mastery – such as the use of tools and techniques. This enables pupils to retain and build on their knowledge throughout their primary years.

Through our Art and Design displays and showcasing of pupils' work year on year, our curriculum introduces our school community to a wide range of art and artists, including those from different periods and cultures, both male and female. High priority is given to opportunities for discussion, commentating on what they have seen and talking through ideas and plans for their own work. This helps to develop their art literacy and appreciation of art. Every pupil has their own sketchbook in which they record responses to art and photographs of work produced, enhancing their understanding of different forms of art and design.

[The Unicef articles:](#) 12, 13, 23, 31, 28, 29

[British values:](#) Individual Liberty, Mutual respect, Tolerance of different faiths and belief

	Autumn	Spring	Summer
Nursery skills	<ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</li> <li>• Explore colour and begin to differentiate between colours.</li> <li>• Explore colour-mixing</li> </ul>		
Reception skills	<ul style="list-style-type: none"> <li>• Create collaboratively sharing ideas, resources and skills.</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Choose particular colours to use for a purpose.</li> <li>• Understand that different media can be combined to create new artistic effects.</li> <li>• Experiment to create different textures.</li> <li>• Create collages, painting and drawings.</li> </ul>		



Year 1 skills

**Drawing**

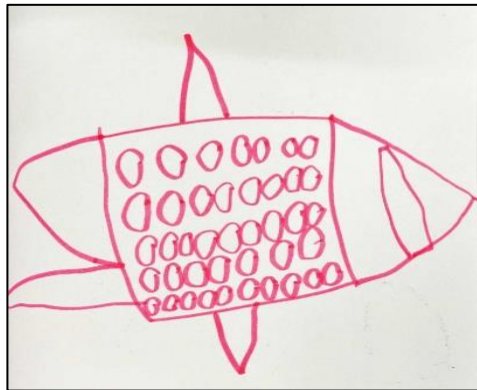
Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.

Use a sketchbook to gather and collect artwork.

Develop art techniques with [pattern, line and space](#)

**Warm up drawing exercises: Drawing spirals**

<https://www.accessart.org.uk/primary-art-curriculum-year-one/>



**3D**

Shape and Form

Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.

Explore sculpture with a range of malleable media, especially clay.

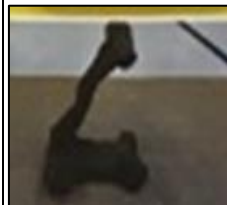
Use simple 2-D shapes to create a 3-D form.

Experiment with, construct and join recycled, natural and manufactured materials where possible.



Explore the work of  
Nick Mackman

**Task: Cray modes of transport**



**Painting**



Identify primary colours, shades and tones

Mix secondary colours and shades using different types of paint.

Name different types of paint and their properties.

Mix and match colours to artefacts and objects.

Work on different scales.

Experiment with tools and techniques e.g. layering, mixing media and scrapping through.

Explore the work of Robyn collier



## Year 2 skills

### Painting

#### Colour and Texture

Mix a range of secondary colours, shades and tones.

Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.

Name different types of paint and their properties.

Work on a range of scales e.g. large brush on large paper etc.

Develop the use of different brushstrokes to create desired effects.

Explore the work of the artist Vincent Van Gogh.



### Drawing

Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.

Understand the basic use of a sketchbook and work out ideas for drawings.

Draw for a sustained period of time from the figure and real objects, including single and grouped objects.

Develop art techniques with pattern, line and space

Explore the work Christopher Wren and compare to Zara Hadid

**One line street scene warm up:**

<https://www.accessart.org.uk/one-line-street-scene-a-visualisation-warm-up/>

**Simple perspective Art Lesson:**

<https://www.accessart.org.uk/simple-perspective-for-children-an-introduction/>

### 3D

#### Shape

Manipulate clay for a variety of purposes.



(e.g.: Making Sushi)

Understand the safety and basic care of materials and tools.

Explore the work of Andy Goldsworth

#### Form

Experiment with constructing and joining recycled, natural and manmade materials, more confidently.



## Year 3 skills

### Drawing

Experiment with different grades of pencil and other implements.

Plan, refine and alter their drawings as necessary.

Use their sketchbook to collect and record visual information from different sources.

Draw for a sustained period of time at their own level.

Use different media to achieve variations in line, pattern and space.

Explore cave art found in European caves dating back between 40,000 and 14,000 years ago.

<https://www.dkfindout.com/uk/history/stone-age/cave-painting/>



Explore the work of  
Judith Ann Braun

<http://judithannbraun.com>

#### Ideas to use:

##### Drawing like a caveman

<https://www.accessart.org.uk/drawing-like-a-caveman/>

### 3D (clay)

#### Shape

Plan, design and make models from observation.

Join clay adequately and construct a simple base for extending and modelling other shapes.

Create surface patterns and textures in a malleable material.

Explore the work of Tammy Durham



### Painting

#### Tone, Colour and Texture

Mix a variety of colours and know which primary colours make secondary colours.

Use a developed colour vocabulary.

Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.

Work confidently on a range of scales e.g. thin brush on small picture etc.

Explore the work of Alaa Awad.



#### Ideas to use:

Create drawings on canvas before painting



Year 4 skills

**3D**

Show an understanding of **shape, space** and form.

Plan, design, make and adapt models.

Talk about their work understanding that it has been sculpted, modelled or constructed.

Use a variety of materials.

Explore the work of Reza Ben Gajra to create animation videos

Below is a link to a previous year 4 animation workshop by Reza Ben Gajra at Colindale.

[https://www.youtube.com/watch?v=wIDyn6t\\_UJc](https://www.youtube.com/watch?v=wIDyn6t_UJc)

**Collage**

Use a range of media to create collage.

**Ideas to use:**  
Roman Shields



**Drawing**

Make informed choices in drawing inc. paper and media.

Alter and refine drawings and describe changes using art vocabulary.

Collect images and information independently in a sketchbook.

Use research to inspire drawings from memory and imagination.

Explore relationships between **line, pattern, shape** and space.

**Ideas to use:**

**Warm up: continuous line drawing**

<https://www.accessart.org.uk/continuous-line-drawing-exercise/>

**Making Money**

<https://www.accessart.org.uk/making-money-drawing-making/>

**Painting**

**Colour, tone, form and texture**

Show increasing independence and creativity with the painting process.

Work on a range of scales e.g. thin brush on small picture etc.

Create different effects and **textures** with paint according to what they need for the task.

Make and match colours with increasing accuracy.

Use more specific colour language e.g. tint, tone, shade, hue.

Choose paints and implements appropriately

Explore the work of Giuseppe Arcimboldo



## Year 5 skills

### Painting

Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textual effects.

Work on a range of scales e.g. thin brush on small picture etc.

Create different effects and textures with paint according to what they need for the task.

### Colour

Mix colours and know which primary colours make secondary colours.

Use more specific colour language

Explore the work of Balla Giacomo

<https://theartkids.weebly.com/giacomo-balla.html>

<https://www.youtube.com/watch?v=fyKXrkCmWbY>



### Drawing

Use a variety of source material for their work.

Work in a sustained and independent way from observation, experience and imagination.

Use a sketchbook to develop ideas.

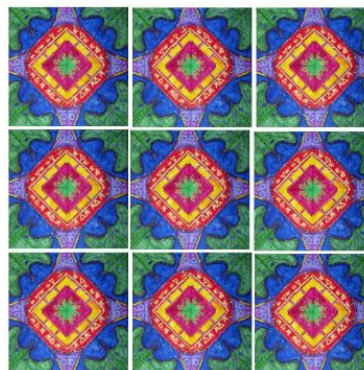
Explore the potential properties of the visual elements **line**, **shape** and **space**.

Organise their work in terms of **pattern**, repetition, symmetry or random printing styles.

Explore work based around Islamic art

### Ideas to use:

<https://www.accessart.org.uk/make-tessellated-design/>



### 3D

### Form, Texture

Use recycled, natural and man-made materials to create sculptures.

Shape, form, model and construct from observation or imagination.

Develop skills in using Modroc or clay.

Produce detailed patterns and **textures** in a malleable media.

Explore the work of Andokides (Ancient Greek potter) and Elisabeth Frink for sculptures.



### Ideas to use:

### Making a Lyre

<https://www.accessart.org.uk/making-a-lyre-inspired-by-the-ancient-greeks/>

Year 6 skills

**Drawing**

Demonstrate a wide variety of ways to make different marks with dry and wet media.

Develop ideas using different or mixed media, using a sketchbook.

Manipulate and experiment with the elements of art: line, tone, pattern, form, space and shape.

Explore the work of Henry Moore and compare to Evelyn Dunbar

<https://www.tate.org.uk/search?gm=10525&type=object>



**3D**

Recognise sculptural forms in the rainforest environment: trees, animals and rivers.

Use sketchbooks to collect and record visual information from different sources and to plan how to join parts of the sculpture.

Use language appropriate to skill and technique.

Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify/ explain modifications/ changes and see how they can be developed further.

Create sculpture and constructions with increasing independence.

**Ideas to use:**  
**Withy Butterflies**

<https://www.accessart.org.uk/withy-butterflies/>



**Painting**

Create shades and tints using black and white.

Choose appropriate paint, paper and implements to adapt and extend their work.

Carry out preliminary studies, test media and materials and mix appropriate colours.

Work from a variety of sources, inc. those researched independently.

Show an awareness of how paintings are created (composition). Observe colour, tone and experiments with textures of paints.

Explore the work of Banksy and other graffiti artists





## Art and Design- Knowledge and skills

	Pupils should know	Pupils should be able to		
<u>Year Group</u>	<u>Knowledge</u> Learning about art and artists	<u>Generate Ideas</u> Thoughts and feelings about art. Inventing, describing, designing.	<u>Make</u> Different types of art for different reasons	<u>Evaluate</u> What is good? How can you make it better? Say what you like and don't like
<b>EYFS</b>	Some art vocabulary to describe what they are doing. What an artist is.	Take their ideas and try to make it/represent it.	Explore a variety of materials and tools and experiment with them.	Tell you about their creation. Tell you what they were trying to do and what they liked about it.
<b>1</b>	Simple characteristics of different art, craft and design tools and techniques that have been used.  How to discuss the work of artists.	Talk about and show their own ideas in their artwork.	Experiment with and select the correct tools and materials appropriate to the technique.	Say what they think about their artwork and the artwork of others.
<b>2</b>	How to talk about materials, processes and techniques used using appropriate vocabulary.  That creative works are made by people from all cultures and times.	Try different activities and choose what to do next.  Record their ideas using drawing.	Use the skills appropriate for their year group and choose techniques deliberately for a purpose.	Express clear preferences about their artwork (and the work of others) and give some reasons for them. E.g. I like that because...
<b>3</b>	How to talk about materials, processes and techniques used using appropriate vocabulary.  How to compare the work of different artists.	Gather and review information, references and resources to help with their ideas.  Use a sketchbook as a tool for recording observations, describing and planning their artwork.	Develop the skills appropriate for their year group and choose techniques for a purpose.  Explain why they chose particular tools and materials.	Explain how they could improve their work or how they would do it differently next time.

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<b>4</b>	How to talk about materials, processes and techniques used using appropriate vocabulary. Which aspects of an artist's work inspired me to create my artwork.	Select and use relevant resources, stimuli and references to help with their ideas.  Develop their ideas in a sketchbook and plan for an outcome.	Use the skills appropriate for their year group and choose techniques for a purpose. Apply these new skills to improve the quality of their work.	Reflect on their artwork and the artwork of others, giving reasons for their comments and identifying how to improve it.
<b>5</b>	How to describe the process in a particular project and how to achieve high quality outcomes. How to share their knowledge and understanding about various artists, designers and craftspeople and their cultural backgrounds and intentions.	Engage in open ended research to develop their own personal ideas.  Show in their sketchbook where they have recorded, observed, developed ideas, tested materials and planned and recorded information.	Investigate new and unfamiliar materials and tools to learn new skills. Use their technical learning to make work which shows their ideas and intentions.	Analyse and reflect on what they have achieved and the quality of their work, considering how they could make improvements.
<b>6</b>	How to use technical vocabulary to show the qualities of different materials and processes. How to describe and interpret the work, ideas and practices of different artists, craftspeople and designers.	Independently develop a range of ideas which show curiosity, imagination and originality. Show evidence in their sketchbook of how they have researched, tested, developed ideas and planned how artwork will be produced and which materials will be used.	Use their technical knowledge to improve their mastery of skills. Use relevant processes in order to create successful and finished work independently.	Provide a reasoned evaluation of their own and others' work. Explain the context and intentions behind the work.